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ABSTRACT

In 1974 and in 1975 the Michigan Southeast Regional Ethnic Heritage Studies Center conducted teacher training workshops as part of a federally funded ethnic studies project. This handbook describes the workshops. The purpose of the training program was to increase self-awareness, awareness of the multi-cultural community, and awareness of local and non-local resources related to ethnicity. Some of the resources utilized by the workshop participants were developed by the project (See SO 012 507-510). Other resources are available from commercial publishers. In the first session teachers are oriented to the different attitudes concerning ethnicity in American society through a simulation game, a slide tape series, and a group discussion. In session two the participants use ethnic maps, personal observations, and family histories to explore and compare interpretations of ethnicity. In the third session participants read about and discuss ethnic institutions in the community. Session four treats the why and how of community mapping. In the fifth and concluding session of the training program participants identify and prioritize specific needs their school, community, or institution can begin to meet. (Author/RM)

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THE ETHNIC HERITAGE EXPERIENCE

ED184967

A Handbook For Workshop Leaders

DRAFT FORM

This Handbook is in a developmental stage and will be field tested in the Fall-Winter 1975-76.

The Michigan Ethnic Heritage Studies Center
71 East Ferry
Detroit, Michigan 48202

313/872/2225

SO 012 511

THE ETHNIC HERITAGE EXPERIENCE

A Handbook For Workshop Leaders

INTRODUCTION

The Ethnic Heritage Experience is a training program for educators and other persons who are interested in the development of new curriculum, inter-personal relationships, and increased cultural awareness that may be gained through Ethnic Studies. The training program was developed by the Michigan Ethnic Heritage Studies Center under a Title IX Ethnic Studies grant, and field tested for one year throughout Southeast Michigan. Participants for the pilot training program were drawn from public and private schools as well as from district administrative offices and universities and colleges. Cooperating institutions were: Metropolitan Detroit Archdiocesan Schools, Detroit Public Schools, East Detroit Public Schools, Oak Park Public Schools, Pontiac Public Schools, Riverview PEACE Project, Wayne County Intermediate School District, Macomb County Intermediate School District, Marygrove College, Mercy College, St. Mary's College, University of Detroit, University of Michigan, and Wayne State University.

As a result of this year's program, a Study Guide designed for Workshop participants has been published, presenting key ideas, focal questions for thought and discussion related to each activity within each Workshop, and recommended readings. During the coming year, 1975-76, a series of Ethnic Studies Workshop Leaders Institutes will be offered by the staff of the Michigan Ethnic Heritage Studies Center. These Institutes will provide the necessary conceptual and skills knowledges to prepare personnel from school systems and other education and community organizations as Workshop Leaders. This Manual for Workshop Leaders will be field tested through these Institutes and upon completion of the Institute program, each Leader will receive a complete Manual with a basic set of all materials used in the training program. Thus, an extensive dissemination of this training program is assured.

The scope of the Ethnic Heritage Experience training program is designed to increase self-awareness, awareness of the multi-cultural community, and awareness of local and non-local resources related to ethnicity. It also provides an introductory historical and social perspective from an academic standpoint through a series of readings and discussions on ethnic studies, and introduces activities relevant to the development of this

discipline in the classroom.

For additional information on the Ethnic Studies Workshop Leaders Institutes, other workshops and seminars, and a complete list of Ethnic Studies materials available, contact:

Michigan Ethnic Heritage Studies Center
71 East Ferry
Detroit, Michigan 48202

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SESSION I

WHAT IS ETHNICITY? MISUNDERSTANDING THROUGH STEREOTYPING

This is a general orientation to the discovery of attitudes about the realities of ethnicity in American society. A project simulation game, "The Ethnic Mix;" a slide-tape series, "The Distorted Image;" and group discussion around causes and effects of stereotyping are utilized both to create interaction among participants and to introduce techniques that may be used in the classroom or other group sessions. The second part of the workshop is used to introduce Immigrants and Migrants: The Detroit Ethnic Experience, an Ethnic Studies reader which will be the source of many of the reading assignments for this and subsequent sessions.

THE ETHNIC MIX

GOALS:

I. To create a climate of interaction for the group.

II. To begin a process of self analysis of stereotyping.

III. To begin an awareness raising of what we really know of the various ethnic groups.

GROUP SIZE:

It has been used with groups of 8-100.

TIME REQUIRED:

Time varies with the size of the group. Small group-approximately 20 minutes. A large group may go as long as 1 hour.

MATERIALS:

Direction sheet,
Ethnic "characteristics" sheet,
Participant response sheet,
Correlation chart,
Pins,
Pencils.

PHYSICAL SETTING:

Room large enough to provide comfortable facilities for writing and movable furniture, for group mobility.

PROCESS:

1. The facilitator may wish to greet the group and begin with a brief introduction to the ethnic mixer (optional).

2. Participants are instructed to find a confortable place in the room not too close together.

PROCESS (Cont'd)

3. Facilitator(s) will tell the group they will receive a packet of materials and they should not share information in the packet with other people.

4. Pass out envelope containing:

   a. Direction sheet #1
   b. Ethnic "characteristics" sheet (sheet #2)
   c. Participant response sheet (sheet #3)
   d. Pins
   e. Pencils

5. Following distribution of the materials containing instructions to each participant the facilitator(s) allows the group to read the instructions and provides answers to any questions concerning procedures for this experience.

6. Allow a period of time for people to record answers on participant response sheet.

7. Facilitator(s) will float through the group keeping exercise moving.

8. Facilitator(s) calls exercise to an end.

9. Correlation chart is placed on the wall and group will compare their responses with chart.

10. Facilitator(s) informs group that there will be no debrief and explains the reasons for this procedure.

OVERVIEW OF PROGRAM

GOALS:

I. To acquaint the participants with the Michigan Ethnic Heritage Studies Center.

II. To provide a rationale and overview of the workshop.

III. To familiarize the students with the Study Guide and how it will be used in conjunction with the course.

IV. To familiarize the students with the textbook and type of materials that it contains.

GROUP SIZE:

Variable.

TIME REQUIRED:

15 to 30 minutes.

MATERIALS:

Study Guide for workshop participants,
Immigrants & Migrants: The Detroit Ethnic Experience. The Ethnic Studies Reader, edited by David W. Hartman.

PHYSICAL SETTING:

Setting should be comfortable and arranged in such a way that the participants will be able to comfortably look at the materials and take notes, if desired.

PROCESS:

1. The facilitator distributes the Study Guide and the textbook.

2. The facilitator explains what the objectives of the workshop are, goes into the rationale for the workshop and describes the five sessions.

PROCESS (Cont'd.)

3. Facilitator describes the Study Guide and explains how it will be used in conjunction with the sessions of the workshop, pointing out that it is an agenda for each session, that it contains questions relating to the session for participants to reflect upon, and that it also contains the assignments that they are to do.

4. Facilitator gives the group an opportunity to look at the questions on The Ethnic Mix and some time to look through the Study Guide.

5. Facilitator answers questions raised by the group about the Study Guide.

6. Facilitator introduces the textbook, pointing out the various divisions of the book and what each division deals with.

7. The facilitator points out that the readings that have been selected for the session are not necessarily the most important readings for an understanding of ethnicity, but are merely the minimal readings that tie directly to sessions that will be conducted during the workshop. The facilitator encourages the participants to dig into any and all parts of the book.

DISTORTED IMAGE

GOALS:

I. To provide an historical perspective on stereotyping in the media.

II. To have participants begin to look at the positive and negative aspects of stereotyping.

III. To relate concepts discussed to the participants' own setting.

A. We have used three distinct approaches to meet the above goals with different groups:

1. A general group discussion following the slide-tape presentation.

2. Open-end exercise following slide-tape presentation.

3. Small group discussion and large group debrief following slide-tape.

The facilitator may wish to choose one approach over another for the following considerations: time, group size or the facilitator's preference.

VARIATION I

GROUP SIZE:

Variable.

TIME REQUIRED:

45-60 minutes.
(Distorted Image: 30 minutes, general discussion 15-30 min.)

MATERIALS:

1. Distorted Image: Stereotype and Caricature in American Popular Graphics 1850-1922. Sound Slides. New York: Anti-Defamation League of B'nai B'rith, n.d. Appel, John L. and Appel, Selma.

MATERIALS (Cont'd)

2. Slide Projector
3. Screen
4. Cassette Player
5. Chalkboard (optional)

PHYSICAL SETTING:

Seating arrangement suitable for participants to view slide-tape.

PROCESS:

1. Facilitator should see to it that prior to this exercise all audio-visual equipment (slide projector, screen, cassette player) are set up, ready for showing.

2. A brief introduction to the slide-tape should be given by facilitator (see text of Distorted Image for assistance).

3. The facilitator shows the Distorted Image.

4. Facilitator will lead a group discussion on the Distorted Image (for assistance see study guide that accompanies slide-tape).

EVALUATION

GOALS:

I. To provide feedback for facilitator in regards to participation, relevance, interest and improvement of session.

GROUP SIZE:

Whatever the size of the group was for the session.

TIME REQUIRED:

5 to 10 minutes.

MATERIALS:

Evaluation forms.

PHYSICAL SETTING:

Participants should be seated comfortably for writing, preferably at tables or desk-chairs.

PROCESS:

1. Evaluation forms are passed out.
2. Facilitator(s) will explain purpose of the evaluation form.
3. Facilitator(s) will explain directions to participants.
4. Facilitator(s) will answer questions pertaining to evaluation form.
5. Facilitator will allow 5-10 minutes for completion of evaluation form.
6. Facilitator will collect evaluation forms.

PROCESS (Cont'd)

7. Facilitator dismisses group.

8. Facilitator then will analyze evaluation form.

ETHNIC HERITAGE STUDIES PROJECT

POST MEETING REACTION FORM:

Resource Center at: _____ Date: _____

Workshop Title: _____

1. How would you rate your understanding of the objectives of this session?

   _____ Excellent _____ Good _____ Fair _____ Poor

2. How helpful have you found the information presented at this meeting in terms of understanding the content?

   _____ Very Helpful _____ Helpful _____ Somewhat Helpful _____ Not Helpful

3. How would you rate the effectiveness of the materials used at this meeting (e.g. Audio-visual, written, simulation game, etc.)

   _____ Very effective ____ Effective ____ Somewhat effective ____ Ineffective

   ____ Doesn't apply

4. Do you feel the information presented at this meeting will be helpful in increasing your knowledge of ethnicity?

   ____ Definitely ____ Possibly ____ Not likely ____ No

Please turn over

5. We'd appreciate having your comments about this session; e.g. clarity of explanation, organization of activities, interest levels, practical value, or any other facet toward which you would like to express positive or negative reaction.

6. Please note any questions you'd like to have covered in our next session(s).

This form has been developed for use by the South East Michigan Regional Ethnic Heritage Studies Center.

SESSION II

THE ETHNIC REALITY OF SOUTHEAST MICHIGAN: FACTS, FIGURES, AND FAMILIES

Using ethnic maps, personal observations, and family histories, this workshop further explores and compares interpretations of ethnicity. Holidays and the traditions centered around their celebration will also be discussed as a manifestation of ethnicity in action. Participants will begin to record such traditions and outline their own family trees after a demonstration on making a kinship chart and recording family history has been presented and discussed.

ETHNIC MAP

GOALS:

I To expose the participants to a graphic illustration of the ethnic reality of the metropolitan Detroit area.

II To have participants hypothesize on how the use of the ethnic map could help students perceive the reality of the metropolitan area.

GROUP SIZE:

Variable.

TIME REQUIRED:

Approximately 15 minutes.

MATERIALS:

A slide or transparency of the Detroit Area Ethnic Map, 1971.
The appropriate type of projector, screen.
Copies of the map.
The overlay transparency of the ethnic map developed by Paul Travalini.

PHYSICAL SETTING:

Setting should be comfortable and arranged in such a way so that people can view the transparency on the screen and can interact easily with each other and the facilitator.

PROCEDURE:

1. The facilitator projects the picture of the ethnic map on a large screen or wall. (In addition, it may be useful to pass out one copy of the map for every 3 or 4 participants so that they can look at it in more detail.)

PROCEDURE (Cont'd.)

2. Participants are given a chance to look at the map.

3. The facilitator leads a discussion on what the map demonstrates about the metropolitan Detroit area and how perceptions of looking at the metro area are modified with such a picture. (The map is contrasted with a geographic map, a historical map or the ways that we perceive of the city and its suburbs, etc.)

4. The facilitator demonstrates the technique of using overlays of the map to look at individual groups and the relationships of various groups by using Travalini's composite transparency.

5. Facilitator asks the group to hypothesize ways that the ethnic map can be used with students.

ETHNIC CITY - FIELD STUDIES IN COMMUNITY

GOALS:

I To demonstrate how looking at the community can be used to get a picture of ethnicity in the area.

II To have participants identify the type of picture gained.

III To have participants begin exploring ways of incorporating the technique in their setting.

VARIATION #1 - "Ethnic City"

GROUP SIZE:

Variable.

TIME REQUIRED:

45 to 60 minutes. 30 minutes for the slide tape presentation.

MATERIALS:

Slide projector, cassette player/recorder, screen, slide presentation: "Ethnic City", (who prepared it, i.e. publisher, etc.).

PHYSICAL SETTING:

Room should be comfortable and the participants should be able to both hear and see the presentation on the screen.

PROCESS:

1. Facilitator introduces the concept of going into the community as a possible means of finding out about the ethnicity of that community.

2. Facilitator explains that what we are going to be looking at is a trip into Detroit as ethnic city taken by two people, what they saw, and that it is not necessarily what other people would see.

PROCESS (Cont'd.)

3. Facilitator shows slide/tape presentation "Ethnic City."

4. Facilitator leads a discussion with the group dealing with what kinds of pictures of Detroit they got by looking at the slides.

5. Facilitator leads a discussion with the group dealing with what types of things could be done within the school community in terms of a field trip experience and what children might be able to see as they look at their community.

6. Facilitator elicits from the group ideas on how either "Ethnic City" or actual field trip experience could be used with the students in the classroom.

VARIATION #2

GROUP SIZE:

Variable.

TIME REQUIRED:

Approximately 15 minutes. However, it is possible that the group might want to stay with the topic longer.

MATERIALS:

Blackboard and chalk or large paper and felt tip pens.

PHYSICAL SETTING:

Room should be comfortable and the participants should be able to both hear each other and see the blackboard.

PROCESS:

1. Facilitator introduces the concept of going into the community as a possible means of finding out about the ethnicity of that community.

2. Facilitator writes on the board "things to see in the community."

PROCESS (Cont'd.)

3. Facilitator conducts a brainstorming session with the participants eliciting from them what types of things the children and/or the participants would see if they were to go around the community (churches, ways buildings are decorated, types of stores in the area, etc.).

4. Facilitator leads a discussion with the group dealing with what could be learned by looking at these kinds of things in the community.

USE OF HOLIDAYS, TRADITIONS

GOALS:

I. To demonstrate how the lore, holidays, and traditions of different people can be used to look at ethnicity.

II. To have participants identify the type of picture gained.

III. To have participants explore ways to incorporate the study of holidays, etc. in their settings.

We have successfully used four distinct approaches to meet the above goals with different groups:

1. Free form discussion with examples drawn from the group;
2. Use of teaching materials with the group;
3. Use of video tape presentation by an expert followed by discussion; and
4. Presentation from facilitator on importance followed by discussion on implementation techniques.

The facilitator may wish to choose one approach over another for any of a number of reasons. Some of the most common determinants were the availability of materials, the size of the group and the time available. Perhaps the most important is the facilitator's perception of the group he is working with.

Each of the four approaches are described below:

VARIATION #1 - FREE FORM DISCUSSION

GROUP SIZE:

Variable as long as the group is not too large for people to see and hear each other.

TIME REQUIRED:

The group conversation can last for fifteen minutes or, if the group is open, any time up to an hour or longer.

MATERIALS:

None.

PHYSICAL SETTING:

Ideally, the group members sit in a circle. However, the exercise has been successful with large groups in stationary seats.

PROCESS:

1. The facilitator opens the group conversation with the participants by explaining in broad terms the topic to be discussed/customs, traditions of people.

2. The facilitator might start off the discussion with an example from his own life experiences (how his family traditionally celebrates a holiday, a story that has been carried down through the generations in his family, types of foods that his family traditionally prepares, etc.).

3. The facilitator encourages others in the group to share anecdotes. The discussion should be kept as informal as possible and the facilitator should use the technique of reinforcing the materials that people offer and at times, pull together some combinations as they occur.

4. During lulls in the conversation, the facilitator tries to get the conversation going by introducing areas that haven't been touched upon, (example music, folk songs, party songs, different ways that weddings are celebrated by different peoples, etc.)

5. When time is running out, or the group is finished, the facilitator refocuses the discussion to how the study of the type of things discussed could be used in schools with students.

VARIATION #2 - USE OF TEACHING MATERIALS WITH THE GROUP

GROUP SIZE:

Variable.

TIME REQUIRED:

Approximately 45 minutes, 40 minutes of which is used with the film strips.

MATERIALS:

Filmstrip projector;
Screen;
Cassette player;
Filmstrips (following):

Filmstrip C: Ethnic Holidays (14:03 min.) Parades and festivals-national costumes, folk dancing, beauty queens, and banners; St. Patrick's Day, Pulaski Day, San Juan Day; San Gennaro's street fair: pizza,pastries, prizes; Chinese New Year: dragons and firecrackers; Passover, a religious holiday: ritual questions, matzohs, wine, and prayer.

Filmstrip D: Ethnic Foods (14:10 min.) The American supermarket-display case for ethnic foods; ethnic food shops-Italian, Chinese, Middle Eastern, Caribbean markets; strange foods-snails and squid; food and religion: the kosher market; ethnic bread and dumplings; ethnic sandwiches: tacos and gyros; Chinese cooking techniques.

(From the Ethnic Studies-The Peoples of America, Classroom Guide; Educational Design, Inc.: New York, Reorder No. 455-43)

For the use of the facilitator: The Classroom Guide, Ethnic Studies The Peoples of America; New York: Educational Design, Inc.

PHYSICAL SETTING:

The room should be arranged in such a way so that all participants can comfortably view the filmstrips and hear the recordings. Movable furniture is desirable if you are to break into groups, or if you are going to change from past experiences or go onto to a new kind of project for the next exercise.

PROCESS:

1. Facilitator sees to it that the equipment is set up prior to the session and that everything is in operating order.

2. The facilitator gives a brief introduction to the filmstrip ethnic holidays (background information is included in the classroom guide).

3. The facilitator shows the filmstrip, plays the tape.

4. Facilitator discusses with the group the way that the type of material or the particular filmstrip itself might be used in the classroom with the students.

PROCESS (Cont'd.)

5. Facilitator introduces the filmstrip Ethnic Foods.

6. The facilitator shows the filmstrip, plays the cassette.

7. The facilitator discusses with the group the kinds of concepts brought out in the filmstrip, how the study of foods could be used in the classrooms.

VARIATION #3 - USE OF VIDEOTAPE PRESENTATION

GROUP SIZE:

Variable.

TIME REQUIRED:

45 minutes(30 minutes of which is taken up with the video tape.)

MATERIALS:

Video tape player and monitor;
Video tape of Dr. Feinstein discussing holidays and traditions and how they are an important part of looking at ethnicity.

PHYSICAL SETTING:

Room should be arranged so that the participants can comfortably view TV and be in a relaxed situation for the discussion that follows.

PROCESS:

1. Facilitator sets up equipment prior to the session testing to see that it is in working order and cueing the video tape.

2. Facilitator gives a brief introduction to the video tape, both in terms of background information on the speaker, Dr. Otto Feinstein, and on the content.

3. Facilitator starts the video tape player and watches the program together with the group.

PROCESS (Cont'd.

4. Facilitator leads the group discussion focusing the participants' attention to ways of implementing concepts in the classroom with the students.

VARIATION #4 - PRESENTATION AND DISCUSSION ON THE USE OF HOLIDAYS AND TRADITIONS

GROUP SIZE:

Variable.

TIME REQUIRED:

15-45 minutes.

MATERIALS:

None for the participants. Background information for the facilitator might be Ethnic Studies The Peoples of America Classroom Guide from Educational Design, Inc. in New York; Various publications of the Ethnic Heritage Studies Center; Ethnic Groups in the City by Otto Feinstein; Ethnic Studies Reader; David Hartman.

PHYSICAL SETTING:

Ideally, the group members sit in a circle. However, the exercise has been successful with large groups in stationary seats.

PROCESS:

1. The facilitator makes a ten minute presentation to the group on such things as folk tales, the study of different holidays and traditions can be used to get a human picture of ethnicity.

2. The facilitator asks group members for ideas on how such studies could be carried out with kids (focusing the discussion on the different disciplines, different age levels of students, etc.).

FAMILY TREE

GOALS:

I. To introduce the participants to the concept of looking at ethnicity by looking at the family.

II. To have the group see how a family tree is done and what one looks like.

III. To have the participants do a family tree of their own.

IV. To have the participa nts experience the problems that a student goes through in doing a family tree (this is ongoing during the week because the participant works on his tree.).

There are two methods of presentation that we have used with this exercise . The first uses a video tape with Dr. Otto Feinstein tracing his own family tree and is taken from the TV series produced by Dr. Feinstein.

The second method used is to have the facilitator use his own family tree with the group.

VARIABLE #1 - TELEVISION PRESENTATION

GROUP SIZE:

Variable.

TIME REQUIRED:

Minimum of 45 minutes, 30 minutes of which is used in the television program

MATERIALS:

Video-cassette of Dr . Feinstein's presentation.
Cassette tape player and monitor,
Instruction sheets for participants.

PHYSICAL SETTING:

The room should be arranged in such a way that the participants will be able to see the monitor and hear the presentation.

PROCESS:

1. Facilitator sets up the equipment , checks it out, and cues the video cassette prior to the presentation with the group.

2. The facilitator introduces the presentation on tape by telling the group a little bit about Dr. Feinstein and by explaining what it is that Dr. Feinstein is going to be doing.

3. The facilitator then passes around the instruction sheets for the participants so that they can follow what is going on.

4. The facilitator tells the participants that they will be doing a family tree and that it will be due at the next session.

5. Facilitator turns on the video cassette player and views the tape presentation with the group.

6. The facilitator leads a discussion with the group focusing in on the video tape that they had seen and answering questions raised by the group.

7. The facilitator allows the group to begin working on the family tree so that questions they have about how to use the symbols can be resolved prior to their leaving the session, and so that, indeed, they have started the project.

VARIABLE #2 - SHARING A FAMILY TREE

GROUP SIZE:

Variable.

TIME REQUIRED:

If tightly organized, this exercise can be conducted in less than one-half hour. If the facilitator does his own tree from scratch and discusses it as he is going along, it can take as long as one hour to 1½ hours.

MATERIALS:

Blackboard and chalk;
Prepared charts of family tree;
Instruction sheets for the participants

PHYSICAL SETTING:

Informally arranged seats for the participants where they can see the facilitator and can hear him, and so that they will be able to see the charts and the drawings he makes on the board.

PROCESS:

1. Facilitator makes a short presentation to the group on how a family tree can be used to give an additional picture of ethnicity, since the family is the basic unit of any ethnic group.

2. If the facilitator has charts of his family tree completed prior to the presentation, he puts these charts up and explains to the group how the chart was made .

3. To give anecdotes about some of the people within the chart to show how life can be brought into this tracing back of the family through it's tree. This can focus on such things as name changes, names that have remained constant throughout the different groupings of people that have come together to make up his ethnicity, etc.

4. Open up the discussion for questions from the group in terms of how they can go ahead and do their family tree.

5 The facilitator passes out the instruction sheets for participants, gives them the assignment of preparing their family tree by the next session.

6. The facilitator gives the group time to begin working on it and answers questions as they arise . The facilitator should be floating through the group, keeping it informal.

7. When the facilitator sees that the group understands how the process of doing a family tree is done, he dismisses the group and tells them that they will be looking at the family trees in the next session and explains what will be done with them at the next session.

SESSION III

INSTITUTIONS AND COMMUNITIES

This workshop will open with a debriefing on the implications of the family trees in relation to the statistical content of census. An analysis of the Southeast Michigan Ethnic Directory and how it was compiled will also be undertaken with consideration given to the importance of churches, stores, restaurants, and other institutions and their respective roles in determining the movement and/or stability of ethnic groups.

In the second half of this session, attention will center on political and economic power, and relationships between general institutions (schools, law agencies, etc.) and ethnic groups.

GOALS:

I. To make ethnicity human and real.

II To compare the experiences that make up the identities of the participants with the readings.

III To compare and contrast data from the various family trees presented.

IV To evaluate the use of the technique for use in the classroom.

V To have the participants hypothesize means of using the technique in class.

GROUP SIZE:

Optimally 20 or less. It has been done with larger groups but everyone is not able to participate by sharing their trees if the group increases too much in size.

TIME REQUIRED:

Approximately one hour with a group of 20 or less. For larger groups, it may be necessary to shorten the means of reporting by using the trees of a portion of the group or by displaying the trees on the walls of the room and having the people converse with each other about what is in the trees. These modifications can be made by the trainer within the framework of the procedures listed below.

MATERIALS:

Masking tape to put up the completed trees, and a pointer if wanted by the participants.

PHYSICAL SETTING:

Setting should be comfortable and arranged in such a way that people can see the kinship charts being discussed. Informality of arrangement helps the participants converse with each other about their charts.

PROCEDURES:

1. The facilitator emphasizes the importance of a person's history as being the basis of his ethnicity.

2. The facilitator explains that the exercise was a model and that he recognizes that the time alloted was short for the people to complete their projects with as much depth as they might have wanted.

3. The facilitator has people present their family trees to the group. Begin with volunteers if at all possible. Avoid embarrassing any participant who did not do the exercise or does not want to share the information with the total group.

4. During the presentations the facilitator raises focusing questions such as, changes found, patterns of migration, occupations, etc.

5. The facilitator allows the group to carry on conversations with the presenters following the presentations (with a time press, this might not be possible ; however, the interplay of participants is very valuable).

6. The facilitator focuses group discussion on what they have learned from each other by participating in the experience of sharing family histories.

7. The focus of the discussion is shifted to the readings and how they apply to the histories of the members of the group. If there are differences or if types of histories are not represented, the group tries to explain the differences (some of this may have taken place during the interplay as people presented family trees).

8. The facilitator leads a discussion dealing with how the family tree could be used with students. Problems in doing a tree should be identified (how do you keep it from being a threatening experience, how should it be introduced, how are the assignments to be made, how do you evaluate or grade the student.

9. The facilitator focuses discussion on the outcomes of doing a family tree with students (focus on such items as helping with establishing timelines, understandings of different groups, ways of making history come alive by relating events with members of one's family who lived at that time).

ETHNIC DIRECTORY

GOALS:

I To familiarize the participants with the Ethnic Directory and how it was compiled.

II To have the participants develop ideas of how the Directory can be used as a resource .

III To have the participants hypothesize of how they could prepare a Directory of the local school community for use by teachers and/or students.

SIZE OF GROUP:

Unlimited.

TIME:

15 to 30 minutes.

MATERIALS:

Ethnic Directory.

PHYSICAL SETTING:

Setting should be comfortable and arranged in such a way that people have an opportunity to look through the Directory. A climate of informality should b e established so that people can raise questions with the facilitator about the Directory.

PROCEDURES:

1. Facilitator passes out the Ethnic Directory.

2. Facilitator explains what was felt to be a need for such a directory and what kinds of items needed to be in it and why.

3. Facilitator points out to the participants what is in the Directory and where the various sections are in the Directory.

PROCEDURES (Cont'd.)

4. Facilitator allows some time for the participants to glance through the Directory (it is possible with a larger group to assign different sections of the Directory to different groups of people, although that is not as favored as having people glance through all of the sections).

5. Facilitator leads a discussion on how the Directory can be used by teachers and/or students.

6. Facilitator leads a discussion on how an ethnic directory can be developed for the local school setting by the people within that setting.

ETHNIC PENETRATION OF THE POWER ELITE

GOALS:

I To help participants get a feel of power relationships as ethnics feel them.

II To become acquainted with a study made in the Detroit area relating to ethnic penetration of institutions.

III To raise questions about ethnic penetration in the local school community.

GROUP SIZE:

Optimally, about 20. The exercise can be carried out with much larger groups but there will be less individual participation the larger the group gets.

TIME:

15 minutes to 30 minutes.

MATERIALS:

Ethnic Penetration Of The Power Elite, full bibliographic data.

PHYSICAL SETTING:

Room should be comfortable and set up in such a way that maximizes interaction between group members and the facilitator.

PROCEDURES:

1. The study is passed out to the participants.
2. The facilitator explains the history of power elite studies, including the model that had been done in Chicago.
3. The facilitator describes the parts of the report and focuses attention on the part to be read by the group.

PROCEDURES (Cont'd.)

4. Facilitator gives the group time to read pages _____ to _____.

5. The facilitator elicits reactions from the group to the Study.

6. The facilitator raises questions with the group about ethnic penetration in the local institutions within the community.

THE EFFECT OF GENERAL INSTITUTIONS ON THE COMMUNITY

GOALS:

I To help participants understand the importance of the effect of general institutions on ethnics within the community.

II To help participants focus on political and economic power within a community.

III To have the participants interact on the topic with an expert in his field.

GROUP SIZE:

Variable. If you are going to have interaction with the group, hopefully the group remains 30 or less. It is possible to have the presentation of the topic with a group of as large as 100, although the possibility of interaction with the speaker becomes lessened the larger the group.

TIME REQUIRED:

45 minutes to 1 hour.

MATERIALS:

Human resource (an expert on some aspect of the political, economic, and social impact of general institutions on the community and in particular, on ethnics within the community).

PHYSICAL SETTING:

Setting should be comfortable so that people can hear the speaker and arranged in such a way that if there is to be interaction between the speaker and the group, that each will be able to hear the other.

PROCEDURES:

1. Facilitator introduces the concept of how general institutions affect the people of a community.

2. Facilitator identifies the specific area of concentration to be taken by the speaker (the area of concentration will depend upon the needs and desires of the group as well as the

PROCEDURES (Cont'd.)

2. availability and expertise of the speaker).

3. The facilitator introduces the speaker, giving some background about the person and why he is qualified to speak upon the topic that he is speaking upon.

4. The speaker makeshis presentation to the group .

5. There is an interaction period where the group participants can ask questions of the speaker and the facilitator and have a general discussion about the topic that has been discussed, focusing it on how that applies to the local community or allowing it to be freeflowing and going in whatever direction that the participants desire.

SESSION IV

THE WHY AND HOW OF COMMUNITY MAPPING

Us ing visuals, charts, and maps, participants examine the assumptions behind census, and discuss how and why they are conducted and translated. Uses and misuses of census data will be discussed and two model community mapping projects with detailed descriptions of the processes involved in conducting mapping surveys will be presented. Methods and feasibility of application and/or modification of the model in local communities will be approached and possible alternatives examined.

Services and products of the Michigan Ethnic Heritage Study Center will be explained; and an inventory procedure for identifying local ethnic studies materials and resources within any specific school, community or institution will be developed.

CENSUS DATA

GOALS:

I To demonstrate the different types of demographic data that can be gained from the census to look at ethnicity.

II To see that there are a variety of ways that the data can be presented, i.e., tabular form, chart form, even computerized printouts.

III To have participants begin thinking of ways that the census and the data produced by it can be used in the classroom by the students.

GROUP SIZE:

Variable.

TIME REQUIRED:

Approximately 30 to 45 minutes.

MATERIALS:

A sheet and/or transparency showing type of data found in census materials.
Computer maps and/ or a transparency to show the type of data.
Hardware as needed.

PHYSICAL SETTING:

Setting should be comfortable , people should have room to look at materials, in some cases particularly where passout material was required tables would be desirable.

PROCEDURES:

1. The facilitator briefly outlines the concept of demographic data.

2. The facilitator elicits from the group the reactions to the readings and what they found in the 1960 census as compared with what exists as of the 1970 census.

PROCEDURES (Cont'd.)

3. The facilitator elicits from the group the types of data that can be gained from the census.

4. The facilitator explains the types of data that can be found that have not been picked up by t' group on their readings.

5. The facilitator will briefly explain the limitations of census material and answer questions raised by the group.

6. The facilitator briefly explains the information found on the computer maps as participants are looking at the map , he also explains where the maps can be obtained and what is presently available to them.

7. The group is encouraged to look at possible ways that census data can be used with students and the various disciplines in the school.

COMMUNITY MAPPING MODEL

GOALS:

I To demonstrate how a community mapping model might be used to look at ethnicity within a particular area.

II To show participants how the mapping model might be used to make a map of a particular community.

III To have the participants think of ways that the community mapping model might be used with students.

GROUP SIZE:

Variable.

TIME REQUIRED:

Approximately 30 minutes.

MATERIALS:

Detroit Area Ethnic Groups, 1971 with descriptive materials that accompany it.

PHYSICAL SETTING:

Setting should be comfortable , people should have room to look at the materials, tables would be desirable.

PROCEDURES:

1. The facilitator passes out the map and the accompanying materials describing how the map was done.

2. Facilitator gives the participants an opportunity to read the 3 page passout.

3. The facilitator answers questions raised by the group based upon their reading of the passout and Bryan Thompson's monograph that they had read prior to the session.

PROCEDURES (Cont'd.)

4. Facilitator elicits from the group the ways in which such a community mapping project might be desirable for their local school community.

5. The facilitator has the group look at the possibility of students doing a map ping and how this might become an integral part of one or more of their classes,(what kinds of outcomes might be expected, what skills might the children acquire, etc.).

EAST DETROIT SURVEY METHOD

GOALS:

I To acquaint the teachers with a survey method for looking at the community that was developed by a group of teachers in another district.

II To have participants become familiar with the type of picture of the community that can be acquired with such a community survey.

III To have the participants examine the procedures used and learn how to conduct such a survey of the community.

IV To have participants begin thinking of ways that such a survey might be useful in the school community.

GROUP SIZE:

Variable.

TIME REQUIRED:

30 to 45 minutes.

MATERIALS:

Reprint of the East Detroit Community Survey Project, full bibliographic data.

PHYSICAL SETTING:

Setting should be comfortable and people should have room to look at the materials, tables would be desirable.

PROCEDURES:

1. The facilitator passes out copies of the East Detroit Survey Report.

2. The facilitator explains that the method of community survey was developed by teachers to meet a need that they felt existed in terms of finding out what the ethnic reality of their community was.

PROCEDURES: (Cont'd.)

3. The facilitator focuses the attention of the group on the findings of East Detroit, that there were 39 ethnic groups that were identified in the random survey (which was a surprise to the people carrying on the survey).

4. The methodology of the East Detroit Survey is discussed with the group and it is pointed out where in the report there are detailed descriptions including instructions for students and how they should go about doing the project.

5. The facilitator elicits from the group their reactions to the survey and whether or not such a survey would be useful to them and how it would be useful to them.

6. Group discussion on how students could use the data gained from such a survey of the community.

MICHIGAN
ETHNIC HERITAGE STUDIES CENTER SERVICES

GOALS:

I To familiarize the participants with the operation of the Michigan Ethnic Heritage Studies Center.

II To introduce priority projects and materials developed by the Center to the participants.

III To acquai nt the participants with the types of services that can be provided by the staff of the Center.

IV To inform the teachers about how they can obtain the materials and the services provided by the Center.

GROUP SIZE:

Variable.

TIME REQUIRED:

Approximately 30 to 45 minutes.

MATERIALS:

PHYSICAL SETTING:

Setting should be comfortable and arranged in such a way that people can interact easily with the speaker and be informal enough that movement and the examination of materials is facilitated.

PROCEDURES:

1. The facilitator explains what it is that the Michigan Ethnic Heritage Studies Center set out to do.

2. The facilitator explains what has been done by the Center in terms of teacher training, curriculum development and materials development.

PROCEDURES (Cont'd.)

3. A packet of materials is distributed to the participants for examination.

4. The facilitator elicits discussion from the group and answers questions raised by them about the materials including the field trips, folk tales, etc.

5. The facilitator explains the other types of services that are being envisioned by the Center, including consultative help, assistance in getting in contact with ethnic groups, the running of other workshops, the establishment of credit courses, etc.

6. The facilitator makes sure that the participants know how they can get in touch with the Center in order to either obtain materials or other assistance.

ASSIGNMENT

GOALS:

I To prepare the participants for conducting a survey of their individual school communities.

GROUP SIZE:

Variable.

TIME REQUIRED:

15 to 30 minutes.

MATERIALS:

Survey sheet on what currently exists in the area.

PHYSICAL SETTING:

Participants should be comfortable and be able to interact freely with the facilitator.

PROCEDURES:

1. The facilitator explains the purpose of the assignment; namely, find out what currently exists in the local situation in the area of ethnicity, and how can children understand their own and other people's heritage.

2. The facilitator allows the group to plan how they are going to go about carrying out this survey, whether they conduct the survey individually or in groups.

3. The beginnings of the survey can be done in the group, where the facilitator elicits from the group what they know is currently going on (what are teachers doing, what courses are being offered, is an ethnic festival being held, are there particular units that are being used, are there records that have been used, etc.).

PROCEDURES (Cont'd.)

4. Questions about the assignment are answered by the facilitator.

5. The group is told that the information will be used in the following session to take a look at what we have so that we can determine what we need.

SESSION V

WHERE WE ARE NOW AND WHERE DO WE GO FROM HERE?

Using the data provided by individual inventories, participants will collate information and begin to identify and prioritize specific needs their school, community or institution can begin to meet. The group will determine what will best help to expand personal and community ethnic awareness, and make recommendations for the direction and format of future work sessions. Specific programs can be determined through this open-ended process. Thus, the workshop will function as a "lead-in" to further development of materials, lesson plans, texts, activities, or workshops in the future.

PEOPLE MUST LEARN TO SHARE THEIR HERITAGE

GOALS:

I To summarize the workshop experiences.

II To have the participants synthesize workshop learnings and apply them to a particular situation.

III To establish set for affirmative action in response to the need for the incorporation of ethnicity in the school program.

GROUP SIZE:

Variable. (Participants should have attended sessions prior to this exercise.)

TIME REQUIRED:

20 to 45 minutes.

SETTING:

Comfortable and conducive to group interaction. Movable chairs would be helpful for the entire session, however, they are not necessary for this particular exercise.

PROCEDURE:

1. Facilitator distributes the letter to the editor entitled "People Must Learn to Share Their Heritage", and asks the group to take some time to read it.

2. The facilitator starts a group discussion using the letter as a kickoff.

3. The facilitator should point out that his role is that of a process person who helps focus the group conversation.

PROCEDURE (Cont'd.)

4. The facilitator interjects to: (a) keep discussion rolling by asking questions or giving a reaction; (b) to have the participants synthesize their experiences; and (c) to get the group to apply their knowledge to "solve" the problem raised by the letter.

5. The facilitator models the teaching technique of paraphrasing in a summary of the group discussion. The summary should clearly categorize the points made in terms of the goals of the session.

NEEDS ASSESSMENT

GOALS:

I To have participants evaluate what is currently being done regard ng ethnic studies in their schools.

II The participants make a needs assessment in terms of things that need to be done.

III The participants will identify pos sible projects that can be done; not necessarily by themselves as individuals.

IV The participants should make a tentative commitment to work on a project and determine what resources will be needed.

GROUP SIZE:

Variable.

TIME REQUIRED:

1 to 2 hours.

PHYSICAL SETTING:

Participants should be comfortable and be able to move freely into groups to discuss with another in detail on common interest.

PROCEDURE:

1. The facilitator explains that at this point in the workshop, the participants are the resource people.

2. The facilitator explains the tasks to be performed and asks the group to decide upon how they will: (a) compile data they have on what is currently being done; (b) assess the data; (c) determine needs; and (d) make plans for what they will do.

PROCEDURE (Cont'd)

4. Group members are urged to deal with their feelings, attitudes, interests, and values by the use of questions from the facilitator that clarify, probe and raise the level of thinking during the discussion of the excerpt.

5. Focus of the discussion will shift from general reactions to a look at the need for concentration on affective as well as cognitive levels of thinking in an ethnic studies program.

CONTENT APPROACHES TO ETHNIC STUDIES: DESIRABLE OR UNDESIRABLE ATTITUDES/OUTCOMES

GOALS:

I To familiarize the participants with the material that might be useful in the analysis and/or development of curriculum and software.

II To emphasize the importance of both cognitive and affective objectives in an ethnic studies program.

III To establish set for assessing current programs and planning new ones.

GROUP SIZE:

Variable.

TIME REQUIRED:

15 to 30 minutes.

PHYSICAL SETTING:

Comfortable and conducive to group interaction.

PROCEDURE:

1. The facilitator points out several materials and books that are available to help the teacher in the development of curriculum.

   (Teaching Ethnic Studies, James A. Banks, Ed., 1973, National Council for the Social Studies; Sensitizing Teachers To Ethnic Groups, by Gertrude Noar, Allyn and Bacon, Inc.; The Schools and Group Identity, Judith Herman, Ed., 1974 The Institute on Pluralism and Group Identity.

2. The facilitator distributes the one-page excerpt.

3. Facilitator models the technique of value clarification in the discussion of the article.

PROCEDURE: (Cont'd).

3. The facilitator suggests that a, b, and c above be done as one segment of the workshop session that the group pulls back together again after this segment is completed.

4. The facilitator allows the group to follow its plan of action.

5. The facilitator operates as a process observer-participant.

6. The facilitator suggests a brainstorming technique to get as many ideas out in terms of what types of projects might be accomplished.

7. The facilitator asks the group to identify what projects they are going to be working on, either as individuals or in teams.

8. The participants are given an opportunity to think through what resources they see themselves needing to carry out their projects.

9. The facilitator identifies himself and the Ethnic Heritage Studies Center with the projects that have been identified and asks to be kept abreast of developments so that they can be shared with other interested teachers. The group is asked how this can be done.